



Differentiated Career Service Delivery in Schools: A Practice Model to Meet the Individual Career Development Needs of All Students.

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Overview

Meeting the individual career development needs of all students can be challenging in schools with a large student population. The Cognitive Information Processing Career Theory approach to differentiated career service delivery (Sampson, Reardon, Peterson, & Lenz, 2004) offers a cost-effective model of practice that enables schools to provide career interventions aligned with each student's level of readiness for career decision-making. This model promotes equity of access to school career services for all students.

Workshop participants will learn about and apply the differentiated career service delivery model in a school career service context. Workshop participants will learn how to use the Career Adapt-Abilities Scale (Savickas & Porfeli, 2012) as a readiness screening instrument and how to plan interventions and career treatments that meet, but not exceed and each student's level of need. Participants can extrapolate this model to their own careers practice context.

Key Learning Objectives

This workshop aims to develop participants' understanding of:

1. The Cognitive Information Processing career theory approach to differentiated career service delivery.
2. Readiness for career decision making as an indicator of level of career development need.
3. The relative effectiveness of career treatment modalities.
4. How to align level of readiness, level of career service delivery, career treatment modality and level of career practitioner support.

Workshop Approach

Participants will:

1. Practice using readiness assessment data to allocate students to an initial level of career service delivery aligned with level of career decision making readiness and career development need.
2. Recommend career treatment modalities for different levels of readiness.
3. Receive a copy of a tool to assess readiness for career decision making.
4. Receive a copy of sample Learning Plans to improve readiness for career decision making.
5. Be equipped with a toolkit to initiate differentiated career service delivery in their career service.